

SYLLABUS: EVIL AND EDUCATION

COURSE & INSTRUCTOR INFORMATION

Course

Course Title, Prefix, Number, Section: EDCS (EDUC) 70813 080

Semester and Year: Fall 2026

Number of Credits: 3

Course Component Type: SEM

Class Location: BAI 104

Class Meeting Day & Time: Wednesdays 17:30-20:10

Instructor

Instructor Name: Cathryn van Kessel, Ph.D.

Office Location: PAL 329

Office Hours: W 15:00-16:00

Preferred Method of Contact: email

Email: c.vankessel@tcu.edu

Response Time: You can usually expect a response within 2 business days

Final Evaluative Exercise & Important Dates

Final Exercise due date: Dec. 14, 2026

Note for students: The syllabus is your first course reading. It provides an orientation to, overview of the flow, and expectations of the course. You should turn to the syllabus for details on assignments and course policies.

Student Resources & Policy Information

Click or scan QR code for resources to support you as a TCU student. Please note section on [Student Access and Accommodation](#), [Academic Conduct & Course Materials Policies](#), and [Emergency Response & TCU Alert](#).



Welcome to the Class

As the instructor, it is my sincere hope that you will find this class thought-provoking, useful, and challenging (but reasonably so). I want you to feel respected as well as pushed (gently) beyond your comfort zone. Please do not hesitate to contact me about any questions or concerns you have. I am here to support you!

Information about Academic Freedom

Academic freedom is the freedom of a teacher or researcher in higher education to investigate and discuss the issues in their academic field, and to teach and publish findings without interference from administrators, boards of trustees, political figures, donors, or other entities.... The freedom to teach includes the right of faculty members to select the materials, determine the approach to the subject, make the assignments, and assess student academic performance in teaching activities for which they are individually responsible.... As long as the material stimulates debate and learning that is germane to the subject matter, it is protected by freedom in the classroom. (adapted from [AAUP](#), 2025, paras. 1,3)

Honoring Your Name

Please advise me if I mispronounce your name and/or if you would like to be referred by a particular pronoun to ensure that your name is honored.

Land Acknowledgment

TCU, like all our lives and institutions, exists on Indigenous land. As an institution, TCU respectfully acknowledges all Native American peoples who have lived on this land since time immemorial. TCU especially acknowledges and pays respect to the Wichita and Affiliated Tribes, upon whose historical homeland our university is located. In a session with Dr. Pablo Montes in Fall 2022, the question was raised regarding what we are doing that would encourage (or discourage) Land from acknowledging us. I am trying to sit with that prompt in a meaningful way, without rushing to an easy but ineffective answer, and I encourage you to do the same. For an initial response, I think it's vital to spend time on/with Land, and specifically in the field of education I believe that it is important to recognize and teach not only the persistent trauma stemming from settler colonialism, but also the refusals, resistance, and survivance of Indigenous communities. A land acknowledgement is a small act (insufficient on its own) in the ongoing process of breaking colonial mindsets to then uplift decolonial and anticolonial *options* (in [Walter Dignolo's](#) sense) to work toward more ethical relations between (and among) Indigenous, newcomer, and settler peoples. This course (although it is about evil) is intended to work toward being in good relations with each other and the Land. *How might different conceptions of evil help or thwart our efforts to see how any of us can (and do) perpetuate the harms of settler colonialism on this Land and elsewhere?*



TABLE OF CONTENTS

Course & Instructor Information	1
Course	1
Instructor.....	1
Final Evaluative Exercise & Important Dates	1
Student Resources & Policy Information	1
Welcome to the Class	1

Information about Academic Freedom	2
Honoring Your Name	2
Land Acknowledgment.....	2
Table of Contents	2
Course Description	3
Catalog Description.....	3
Seminar Topic	4
Prerequisites & Concurrent Enrollment.....	4
Must be admitted to Graduate Education.....	4
Course Materials.....	4
Required Materials	4
Supplementary Resources	4
Teaching Philosophy & Methodology.....	4
Learning Outcomes.....	5
Course Learning Outcomes.....	5
Program & Major Learning Outcomes.....	5
Course Requirements	5
Assignments	6
Spark(ling) Notes	6
Spectrum of Evil.....	6
Show & Tell: Villain Edition.....	6
Final Evaluative Exercise	7
Grading Philosophy & Policy	8
Late Work.....	8
Participation, Engagement & Attendance	8
Course Assignments & Final Grade	8
Grading Scale	9
Course Policies	9
Technology Policies.....	9
Course Schedule	12
How to Read for this Class.....	12

COURSE DESCRIPTION

Catalog Description

A series of seminars that explore issues in curriculum studies and the scholars who contribute to current understanding of the topic. Each seminar in the series explores particular issues.

Seminar Topic

This course explores the ways that different conceptualizations of evil can inform curriculum and pedagogy through an engagement with theory as well as popular culture.

The following driving questions inform the design and integration of the elements of this course:

1. In what ways can the idea of evil provoke discussions about what is educational about *education* (as opposed to *schooling*)?
2. How might different understandings of evil shape how we see the world and ourselves?
3. Even though evil itself is never banal, in what ways do ordinary people like us create and sustain evil?
4. How might thinking of evil as a “process” more so than a “thing” be helpful?
5. How might conceptualizations of evil help us think in different ways?

Prerequisites & Concurrent Enrollment

Must be admitted to Graduate Education.

COURSE MATERIALS

Required Materials

All texts will be provided as links or PDFs via TCU Online. There are no additional costs related to this course.

Supplementary Resources

The latest APA Style manual (7th edition) is recommended, but if you do not want to purchase, I highly recommend the [APA Style blog](#) and [Purdue's Online Writing Lab \(OWL\) for APA 7 Style](#).

TEACHING PHILOSOPHY & METHODOLOGY

My teaching style tends to wed direct instruction with small group activities and discussion. I often lecture for a portion of my classes but see such an activity as performative. Portions of each class are also more student-centred, revolving around small group discussions and collaborative work. My overarching goal is to provide students with a sense of the landscape of the topic at hand, but then to provide them with the opportunity to extend our inquiries together beyond what I claim to know.

I focus on deep intellectual and ethical questioning. Each class is an assemblage of individuals that may not need what the last group needed, so I aim to meet students

wherever they are at on their learning journey. I am particularly concerned with the “romance” of a lesson (Woodhouse, 1995): *How I might evoke curiosity and joy regarding the knowledge and skills for the lesson?* Ethical questioning, particularly around structural violence, requires emotional fortitude (Matias, 2014). I emphasize the need to care for all students, including those who have been subject to structural violence as well as those from groups who must come to terms with their complicity in those structures.

LEARNING OUTCOMES

Course Learning Outcomes

1. Describe and analyze differing conceptualizations or criteria of evil
2. Summarize, apply, and synthesize scholarly work regarding evil
3. Identify conceptualizations or examples of evil as curriculum
4. Collaborate with peers to muddle through difficult content
5. Demonstrate clarity, precision of thought, and a working knowledge of the rhetorical conventions of theory-driven curriculum studies inquiries

Program & Major Learning Outcomes

COE Learning Outcome	Curriculum Studies Program-Level Learning Outcomes
Lead, Partner and Serve in Communities & Engage in Lifelong Learning that Enacts Social Change	Analyze how social and political factors impact curriculum in order to serve and support our communities as they advocate for change
Engage in Ethical, Critical, and Innovative Problem Solving	Critically reflect on educational issues and their ethical implications
Advocate for Inclusive Understanding of Differences Across Multiple Contexts	Delineate differing positions around the question “What is curriculum?” including multiple cultural perspectives
Utilize Best Research Methods and Pedagogy that Synthesizes Theory and Practice	Synthesize scholarly works from a critical perspective
Communicate Effectively	Demonstrate clarity, precision of thought, and a working knowledge of the rhetorical conventions of one or more fields within curriculum studies.

COURSE REQUIREMENTS

Please also refer to the [Appropriate Use of Artificial Intelligence \(AI\)](#) section of the syllabus.

You must disclose when you use AI tools. If/when you use AI, cite appropriately. Examples of such citations can be found online; e.g., this [APA](#) blog post on citing ChatGPT.

Assignments

Spark(ling) Notes

Instructions & Requirements	- You will complete one (1) entry of ~2-3 sentences per assigned reading noting: • one thing that “sparkled” for you (i.e., stood out to you) and • one question that it sparked. - Be ready to discuss your Spark(ling) Notes in class but you will not formally hand them in until November
Format	- an electronic document (e.g., MS Word, Google Docs, PDF, etc.). If you use the Pages program, please convert to PDF before uploading to TCU Online. - feel free to include sketches, pictures, concept maps, or anything you like if that helps you muddle through the readings BUT only the written component is required
Assessment & Due Dates	Entries are due (but <u>not</u> handed in) <u>each class</u> when there is an assigned reading. You may be tempted to fall behind on these when life gets busy. Trust me, you do not want to get behind on these! Hand in the compilation (not each one) AND self-assessment form on Nov. 4, 2026 by 5:30 p.m. via TCU Online You will self-assess the final compilation of notes based upon completion and deepening your understanding. I will provide details about these criteria and a rubric on TCU Online and reserve the right to raise or lower the mark according to the criteria.

Spectrum of Evil

Instructions & Requirements	- Working during class in assigned groups and material provided by the instructor, you will judge items as more or less evil. - After creating the spectrum, groups will analyze their spectrum and ascertain what assumptions about evil guided their judgment (e.g., “Why is _____ more evil than _____?” The answer is a criterion for evil). - In a document provide: 1) an image of the spectrum; 2) a paragraph or list of criteria for evil; 3) a group reflection on the activity (What was easy to see as evil vs. not; where the “sticky points” were in the conversation; speculation on how evil relates to our daily lives or not; etc.)
Format	- An informal, word-processed document (e.g., MS Word, Google Docs, PDF) or a visual document (e.g., Canva) with an image of the spectrum
Assessment & Due Dates	- Hand in via email (one email per group, with all group members “cc”ed) during class time on Sep. 9, 2026 - I will assess your work based upon completion of the requirements

Show & Tell: Villain Edition

Instructions & Requirements	- Pick one villain from popular culture (e.g., film, tv, literature, etc.) that interests you in relation to course content - Craft a brief (5-6 minute) presentation about that villain: - o who they are, - o what they do that gets them labelled as a villain, and - o what they teach us about what evil can be; i.e., how they are a form of curriculum about evil. Refer to, and cite, course readings. - o the last slide should be a reference list
Format	- a visual, slide-based presentation (e.g., Keynote, Powerpoint, Canva, Google Slides, etc.). Please see these guidelines for creating an effective slide presentation and note APA 7 style for films and tv episodes - in addition to presenting the slides in class, upload a PDF of the slides (not the presentation file) to TCU Online.
Assessment & Due Dates	- Present during class time on Oct. 14, 2026 - I will assess your work based upon completion of the requirements

Final Evaluative Exercise

Instructions & Requirements	The course is designed to lead to a final project related to course content and your interests. The paper may be either of the following: • Evil Option 1: a paper describing and applying one or more conceptualizations of evil to a context/topic/issue of interest to you, or • Evil Option 2: an exploration of a film or a television episode/series as a curriculum of evil Regardless of your choice, be sure to describe the conceptualization(s) of evil you are operationalizing and the context you are engaging with (e.g., the issue, the film), as well as connecting the context to the conceptualization(s) of evil. Be sure to also consider the significance of the connection you are making: Why does applying evil to that context matter? Length = 3000-5000 words for a master's student, or 5000-8000 words if a doctoral student APA style (7th Ed.) for in-text citations and the reference list, use standard margins, 12-pt font, and double-spacing. Note that film and tv shows have their own APA 7 citation and reference style.
Format	- an electronic document (e.g., MS Word, Google Docs, PDF). If you use the Pages program, please convert to PDF before uploading to TCU Online. - submit BOTH the assignment file and the appropriate grade proposal file
Assessment & Due Dates	Please see the grade proposal form for specific details: you will propose a grade (which I can alter if need be) based on how well you describe and connect your chosen conceptualization of evil and the context you are applying it to, as well as explicitly noting the significance. Also, matters of correctness are graded (e.g., spelling, grammar, syntax, and APA 7 style) Draft due for peer review: Dec. 2, 2026 by 5:30 p.m.; Final version due: Dec. 14, 2026 by 7:30 p.m.

Grading Philosophy & Policy

If you have any questions or concerns about your grades, please let me know as soon as that concern arises (either in person or via email).

Late Work

If needed, any student may have a 48-hour extension on any of the assignments: simply let me know that you are taking that time. All past-due assignments must be handed in by the last day of class.

Students may make-up missed work for Official University Absences, but they must inform me in advance. Students who submit late assignments without providing notice or beyond that 48-hour extension *may* receive a penalty of a half standing per day (e.g., an "A" to an "A-"). Please contact me as soon as you can about late work. Please note that I will not ask (and do not want to receive) medical documentation to verify absences. Instead, please see the Dean of Students Office website to upload any documentation to verify absences, if necessary.

Participation, Engagement & Attendance

“Good” participation in this class is not about how many times a student speaks, but instead is:

- showing respect for colleagues/students and creating a collaborative environment
- projecting commitment, responsibility, initiative
- committing to intellectual growth
- actively engaging in class activities and not surfing the Internet, texting, etc.

It is my expectation that every student will uphold this standard, and so there are no “marks” for this. If a student is not meeting these expectations, we will discuss the matter privately.

Because our class is compressed into fewer, longer sessions, attendance is very important. Students may make up missed work for excused absences and official university absences, preferably in advance of the absence. If you are going to miss class, please let me know right away so we can make appropriate arrangements. If an accumulation of absences reaches the point of endangering your academic status, I will report this situation to the Dean of Students.

Course Assignments & Final Grade

Outcome(s)	Assignments	Due Date	%
1-3	Spark(ling) Notes	Entries due for <u>each class</u> that has an assigned pre-reading Final compilation and self-assessment due Nov. 4, 2026 by 5:30	30
1, 2, 4	A Spectrum of Evil	Sep. 9, 2026 in class	10
1-3	Show & Tell: Villain Edition	Oct. 14, 2026 in class	20
1-5	Final Exercise	Draft due for peer review: Dec. 2, 2026 by 5:30 p.m. Final version due: Dec. 14, 2026 by 7:30 p.m.	40

Grading Scale

Excellent	A	94-100%	In addition to including the basic requirements, your work is of high quality (e.g., topic is developed effectively) AND you have also taken intelligent risks. Examples of high-quality work include, but are not limited to: - Have you used the requisite length and structure of assignments to efficiently and effectively convey your ideas? - Are all of the required components not only present but are exemplary in their selection and presentation? Examples of intelligent risk include, but are not limited to: - Have you challenged yourself, your preconceived notions, and the assumptions about the topic? - Have you effectively gone beyond the shared knowledge of our classroom while also meaningfully engaging with that shared knowledge? - Have you tried to push, extend, or apply ideas further?
	A-	90-93.99%	
Very Good	B+	87-89.99%	In addition to including the basic requirements, your work is of high quality. Examples of high-quality work include, but are not limited to: - Have you used the requisite length and structure of assignments to efficiently and effectively convey your ideas? - Are all of the required components not only present but are exemplary in their selection and presentation?
	B	84-86.99%	
	B-	80-83.99%	
Good	C+	77-79.99%	The basic requirements are met and the work is of good quality. Examples of good quality work include, but are not limited to: - Have you communicated a topic/idea in a way that makes sense? - Are all the required components present?
	C	74-76.99%	
	C-	70-73.99%	
Below Expectations	F	0-69.99%	The basic requirements are not met and/or those requirements are not of good quality. Let's have a chat together if you are concerned about falling into this category—please email me to make an appointment.

Course Policies

Technology Policies

You are encouraged to use electronic devices during class, but if you are surfing the web or checking email more so than engaging with the class, it will hurt my feelings.

Please do not audio or video record me or our colleagues in the class without my and their permission.

Appropriate Use of Artificial Intelligence (AI)

AI asks, guides, and scaffolds — you still think, decide, and write.

If you are in doubt as to whether you are using AI appropriately in this course, it is your responsibility to discuss your situation with me.

You must disclose when you use AI tools. If/when you use AI, cite appropriately. Examples of such citations can be found online; e.g., this [APA](#) blog post on citing ChatGPT.

Like any technology, Artificial Intelligence, has both helpful and harmful potential, and it is therefore important to consider the tradeoffs of technological tools ([Postman, 1998](#)) while asking technoskeptical questions ([Krutka & Heath, 2023](#)). We should not rely upon AI uncritically and to consider it as ushering in a new utopia, nor to condemn AI wholeheartedly as an evil harbinger of academic (or societal) doom.

[TCU's Artificial Intelligence Usage Policy](#) includes the stipulations that AI should be used to support, not replace, human judgment and that we need to be mindful that AI systems have the potential to reinforce stereotypes, marginalize voices, or produce discriminatory results.

TCU's [Academic Conduct Policy](#) IV.A.10 notes the issue of unauthorized use of AI: **"Using generative AI without documented approval from the course instructor or in the syllabus will be considered equivalent to representing someone else's work as one's own."**

In this class, appropriate use includes asking AI for help with:

- A) Planning & Organization** (e.g., break large assignments into smaller, manageable steps with deadlines; help create a realistic study schedule or timeline; suggest an outline structure you then fill in yourself)
- B) Getting Started (Overcoming Initiation)** (e.g., ask you questions to help you articulate what you already think; prompt you with "What do you know about this topic so far?" to reduce blank-page anxiety; suggest a low-stakes starting point like "just write 3 bullet points first"). Also, when starting a literature review, a tool like [Google Scholar Labs](#) can kick-start the process to find relevant published research before you use a library database search.
- C) Staying on Track** (e.g., act as an accountability check-in; help you recognize when you've gone off-topic and refocus; remind you of the original goal or prompt when they get lost)
- D) Managing Overwhelm** (e.g., help prioritize which part to tackle first when everything feels urgent; reframe a confusing assignment prompt in simpler language — without answering it; identify what you actually need to do vs. what's optional)
- E) Self-Checking & Reflection** (e.g., prompt you to review your own work with guiding questions such as "Does my conclusion match my thesis?"; help you build a personal checklist before submitting; ask "What do you think is the weakest part?" to build metacognitive habits; perform checks on spelling, grammar, and syntax)

See Oregon State's chart, [Bloom's Taxonomy Revisited](#), to see AI's strengths in terms of assignments, and what are distinctive human skills. You will notice that to get an "A" in this class, there is no substitution for human intellect and thoughtfulness.

		RECOMMENDATION	AI CAPABILITIES	DISTINCTIVE HUMAN SKILLS
 Bloom's Taxonomy Revisited Use this table as a reference for evaluating and making changes to aligned course activities and assessments (or, where possible, learning outcomes) that account for generative Artificial Intelligence (AI) tool capabilities and distinctive human skills. All course activities and assessments will benefit from review given the capabilities of AI tools; those at the Remember and Analyze levels may be more likely to need amendment.  Attribution 4.0 International (CC BY 4.0)	CREATE	Review	Suggest a range of alternatives, enumerate potential drawbacks and advantages, describe successful real-world cases	Formulate original solutions incorporating human judgement, collaborate spontaneously
	EVALUATE	Review	Identify pros and cons of various courses of action, develop rubrics	Engage in metacognitive reflection, holistically appraise ethical consequences of alternative courses of action
	ANALYZE	Amend	Compare and contrast data, infer trends and themes, compute, predict	Critically think and reason within the cognitive and affective domains, interpret and relate to authentic problems, decisions, & choices
	APPLY	Review	Make use of a process, model, or method to illustrate how to solve a quantitative inquiry	Operate, implement, conduct, execute, experiment, and test in the real world; apply creativity and imagination to idea & solution development
	UNDERSTAND	Review	Describe a concept in different words, recognize a related example, translate	Contextualize answers within emotional, moral, or ethical considerations
	REMEMBER	Amend	Recall factual information, list possible answers, define a term, construct a basic chronology	Recall information in situations where technology is not readily accessible



COURSE SCHEDULE

This calendar represents current course plans. Plans may need to change to enhance the learning opportunities and will be communicated via email and D2L.

How to Read for this Class

I try to assign a comparatively light load of required readings because it is my expectation that each article/chapter will be read thoroughly and carefully. Readings listed in the column for “Optional Readings for Further Study” are indeed not mandatory, only intended to help you with your present interests and future research.

	Date	Topic	Required Pre-Reading	Class Activities	Optional Readings for Further Study
1	Aug. 26	Introduction to the Course	1. Syllabus	Course Preview Mini-Lecture Assignment Info <i>Trial By Trolley</i> game	Spotify playlist, Evil and Education van Kessel, C. (2019, September 23). <i>Are you going to be “evil” for Halloween, or are you evil every day?</i> Springer Nature Research Communities: Social Sciences and Philosophy & Religion. https://communities.springernature.com/posts/are-you-going-to-be-evil-for-halloween-or-are-you-evil-every-day
2	Sep. 2	Introduction to Evil	1. Bernstein, R. (2005). <i>The abuse of evil: The corruption of politics and religion since 9/11</i> . Polity. *Please read the Introduction (pp.1–13) 2. van Kessel, C. (2017). A phenomenographic study of youth conceptualizations of evil: Order-words and the politics of evil. <i>Canadian Journal of Education</i> , 40(4), 576–602. http://journals.sfu.ca/cje/index.php/cje-rce/article/view/3105 Ph.D. students also read: Calder, T. (2018). The concept of evil. In E. N. Zala (Ed.), <i>The Stanford Encyclopedia of Philosophy</i> (Fall 2018 Edition). https://plato.stanford.edu/archives/fall2018/entries/concept-evil/	Lecture Small & Whole Group Discussions	Bernstein, R. J. (2002). <i>Radical evil: A philosophical interrogation</i> . Polity. Neiman, S. (2002). <i>Evil in modern thought</i> . Princeton University Press. van Kessel, C. (2024). Studying evil in social studies. In E. W. Ross (Ed.), <i>The social studies curriculum: Purposes, problems, and possibilities</i> (5 th ed, pp. 279–295). SUNY Press.
3	Sep. 9	Humans Are Not Innately Evil	1. Bregman, R. (2021). <i>Human kind: A hopeful history</i> . Bloomsbury. pp. xv-134 (Prologue and Part One) Ph.D. students also read: Bregman either Part Two (After Auschwitz; pp. 135–194) or Part Three (Why Good People Turn Bad; pp. 195–250)	In-class assignment: A Spectrum of Evil Discussion of the Bregman reading	Bregman, R. (2018). <i>Utopia for realists: And how we can get there</i> . Bloomsbury. Bregman, R. (2025). <i>Moral ambition: Stop wasting your talent and start making a difference</i> . Bloomsbury.

	Date	Topic	Required Pre-Reading	Class Activities	Optional Readings for Further Study
4	Sep. 16	Anti-Villainification & Extensive Evil	- van Kessel, C. (2022). Deindividualizing evil and good in social education. <i>Social Education</i>, 86(5), 347–354. https://www.socialstudies.org/social-education/86/5 - Smits, R. M., & Krutka, D. G. (2024). Can technology be evil? Heroes, villains, and the banality of technology. In C. van Kessel & K. Edmondson (Eds.), <i>Teaching villainification in social studies: Pedagogies to deepen understanding of social evils</i> (pp. 127–144). Teachers College Press. Ph.D. students also read: Minnich, E. (2014). The evil of banality: Arendt revisited. <i>Arts & Humanities in Higher Education</i>, 13(1-2), 158–179. https://doi.org/10.1177/1474022213513543 Di Paolantonio, M. (2019). Wonder, guarding against thoughtlessness in education. <i>Studies in Philosophy and Education</i>, 38, 213–228. https://doi.org/10.1007/s11217-018-9626-3	Lecture on (anti-) villainification Small & Whole Group Discussions	Clarke, M., Haines Lyon, C., Walker, E., Walz, L., Collet-Sabé, J., & Pritchard, K. (2021). The banality of education policy: Discipline as extensive evil in the neoliberal era. <i>Power and Education</i>, 13(3), 187–204. Morgan, M. (2016). Hannah Arendt and the ‘freedom’ to think. <i>Journal of Educational Administration and History</i>, 48(2), 173–182. https://doi.org/10.1080/00220620.2016.1144579 Stanley, T. (1999). A letter to my children: Historical memory and the silences of childhood. In J.P. Robertson (Ed.), <i>Teaching for a tolerant world, Grades K–6: Essays and resources</i> (pp. 34–44). National Council for Teachers of English. van Kessel, C., & Edmondson, K. (Eds.). (2024). <i>Teaching villainification in social studies: Pedagogies to deepen understanding of social evils</i>. Teachers College Press. van Kessel, C., & Plots, R. (2019). A textbook study in villainification. <i>One World in Dialogue</i>, 5(1), 21–31. https://ssc.teachers.ab.ca/publications/Pages/OneWorldInDialogue.aspx
5	Sep. 23	Evil in Popular Culture	van Kessel, C. (2019). <i>An education in ‘evil’: Implications for curriculum, pedagogy, and beyond</i>. Palgrave Macmillan. Please read the chapter “Evil is in the Eye of the Beholder” (pp. 19–35) Ph.D. students also read: Fhlainn, S. N. (2011). “Wait till they get a load of me!”: The Joker from modern to postmodern villainous s/laughter. In A. Fahraeus & D. Y. Çamoğlu (Eds.), <i>Villains and villainy: Embodiments of evil in literature, popular culture and media</i> (pp. 71–92). Rodopi.	Discussion about Kant’s radical evil vs. wétiko Lecture on evil in pop culture (e.g., the MCU) Discussion Preparation for Show & Tell: Villain Edition	Heit, J. (Ed.). (2011). <i>Vader, Voldemort and other villains: Essays on evil in popular media</i>. McFarland & Company. Huddleston, G. (2016) A dark knight for public education: Using Batman as an apparatus of diffraction with neoliberal education reform. <i>Review of Education, Pedagogy, and Cultural Studies</i>, 38(5), 468–489. https://doi.org/10.1080/10714413.2016.1221713 Huddleston, G. (2019). Superheroes as monsters as teachers as monsters as superheroes. <i>Journal of Curriculum Theorizing</i>, 34(5), 18–31. https://doi.org/10.63997/jct.v34i5.865
6	Sep. 30	Evil and Emotions	- Zembylas, M. (2022). Evil, thinking, and emotions in Hannah Arendt's political philosophy: Implications for the teaching of democratic citizenship. <i>Education, Citizenship and Social Justice</i>, 17(1), 3–17. https://doi.org/10.1177/1746197921995143 - Kurenlahti, E., van Kessel, C., Poulter, S., Hilppö, J., & Lipponen, L. (2026). The construction of teachers' educational ideals concerning evil and related emotions in Finnish pre-primary education. <i>Journal of Childhood, Education & Society</i>, 7(1), 15–33. https://doi.org/10.37291/2717638X.202671602	Small & Whole Group Discussions	Zembylas, M. (2020). Hannah Arendt’s political thinking on emotions and education: implications for democratic education. <i>Discourse: Studies in the Cultural Politics of Education</i>, 41(4), 501–515. https://doi.org/10.1080/01596306.2018.1508423

	Date	Topic	Required Pre-Reading	Class Activities	Optional Readings for Further Study
7	Oct. 7	Genocide and Evil	van Kessel, C. (2018). Banal and fetishized evil: Implicating ordinary folk in genocide education. <i>Journal of International Social Studies</i>, 8(2), 160–171. http://www.iajiss.org/index.php/iajiss/article/view/377 Ph.D. students also read: Hayes, J., Schimel, J., & Williams, T. (2008). Fighting death with death: The buffering effects of learning that worldview violators have died. <i>Psychological Science</i>, 19(5), 501–507. https://doi.org/10.1111/j.1467-9280.2008.02115.x	Lecture Small & Whole Group Discussions	Becker, E. (1975). <i>Escape from evil</i>. Free Press. Hatzfeld, J. (2006). <i>Machete season: The killers in Rwanda speak</i> (Trans. L. Coverdale). Farrar, Straus and Giroux.
8	Oct 14	Show & Tell: Villain Edition	n/a	Show & Tell: Villain Edition presentations	
9	Oct. 21	Resisting Evil I	- Hallward, P. (2013, July 22). Radical thinkers: Alain Badiou's <i>Ethics</i> [Video]. <i>The Guardian</i>. https://www.theguardian.com/commentisfree/video/2013/jul/12/alain-badiou-ethics-video-radical-thinkers - den Heyer, K., & van Kessel, C. (2015). Evil, agency, and citizenship education. <i>McGill Journal of Education</i>, 50(1), 1–18. http://mje.mcgill.ca/article/view/9166/7035 - van Kessel, C. (2020). Resistance is not futile: Badiou, simulacrum, and a story from the Nazi-occupied Netherlands. <i>Journal of the Canadian Association for Curriculum Studies</i>, 17(2), 38–50. https://jcacs.journals.yorku.ca/index.php/jcacs/article/view/40361/36448 Ph.D. Students also read: Badiou, A. (2001). <i>Ethics: An essay on the understanding of evil</i>. (P. Hallward, Trans.). Verso. (Original work published in 1993). Please read pp. viii-lviii, 1–57	Lecture Small & Whole Group Discussions	den Heyer, K. (2009). Education as an affirmative invention: Alain Badiou and the purpose of teaching and curriculum. <i>Educational Theory</i>, 59(4), 441–463. http://doi.org/10.1111/j.1741-5446.2009.00330.x Critchley, S. (2012). <i>The faith of the faithless: Experiments in political theology</i>. Verso. Taubman, P. M. (2010). Alain Badiou, Jacques Lacan and the ethics of teaching. <i>Educational Philosophy and Theory</i>, 42(2), 196–212. https://doi.org/10.1111/j.1469-5812.2009.00532.x
10	Oct. 28	Resisting Evil II	- van Kessel, C., Jones, K., Plots, R., Edmondson, K., Teo, A. (2024). High school social studies teachers and their tactics for justice. <i>Critical Education</i>, 15(1), 52–73. https://doi.org/10.14288/ce.v15i1.186783 - Kline, K. (2016). <i>Baudrillard, youth, and American film</i>. Lexington. Please read "Fatal strategies for a new education" (pp. 109–128) Ph.D. Students also read/watch:	Lecture Small & Whole Group Discussions	Baudrillard, J. (2005). <i>The intelligence of evil or the lucidity pact</i> (C. Turner, Trans). Bloomsbury. (Original work published 2004). Baudrillard, J. (1993). <i>The transparency of evil</i>. (J. Benedict, Trans.) Verso. (Original work published in 1990) Baudrillard, J. (1990). <i>Fatal strategies</i>. Semiotext(e).

v. Aug. 3, 2026

	Date	Topic	Required Pre-Reading	Class Activities	Optional Readings for Further Study
			Critchley, S. (2012). <i>Infinitely demanding: Ethics of commitment, politics of resistance</i>. Verso. Please read Chapter 2: Dividualism: How to build an ethical subject (pp. 38–68) Campagna, F. (2013, July 26). Radical thinkers: Simon Critchley's <i>Infinitely Demanding</i> [Video]. <i>The Guardian</i>. https://youtu.be/05vThMv9oBk?si=4gSgyhc1Rd3LZ_TC		
11	Nov. 4	Contemporary Contexts: Evil and U.S. Medical Insurance	Guest speaker: Anatoli Berezowsky Reading TBD	Spark(ling) Notes due Presentation Q&A	
12	Nov. 11	Contemporary Contexts: Evil and Propaganda	Guest speaker: Chris Clark (zoom) Reading TBD	Presentation Q&A	
13	Nov. 18	Final Exercise writing workshop	n/a	Writing Workshop Preparation for Peer Review	
Thanksgiving Break					
14	Dec. 2	Peer review workshop	n/a [peer review activity completed asynchronously instead of during class time]	[no scheduled class due to conference travel]	
15	Dec. 9	Class Wrap-Up	n/a	Informal class sharing of final exercise Course feedback	
16	Dec. 14	Final Exercise and Grade Proposal due in person by 5:00 p.m. or, if you prefer, you may hand it in early (by 4:00 p.m.) via TCU Online.			